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ABSTRACT

This handbook was developed to help decision makers and others interested in gifted/talented education to address the challenge in two major ways: by designing new programs that successfully incorporate the principles and practices of community education and by improving existing programs using a community education approach. The seven programs highlighted in the sections of this publication incorporate at least one of the following community education practices: (1) parent advisory councils; (2) volunteer programs; (3) mentorship programs; (4) partnerships with business; (5) partnerships with cultural institutions; and (6) partnerships with colleges and universities. Each section of the publication includes an introduction explaining a particular community education approach and its relevance to gifted/talented programs. In each section, an exemplary program is highlighted, and other gifted/talented programs that use a similar approach are described briefly. Finally, a list of suggestions for implementing that particular approach is included. A list of resources completes the guide. (KC)

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USING COMMUNITY RESOURCES
TO ENRICH PROGRAMS
FOR GIFTED AND TALENTED STUDENTS

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The principles and practices of community education were new to me when I began on this project. I owe an enormous debt of gratitude to many people who assisted me in researching and writing this publication. Roselyn Frank, Director of the Office for Gifted and Talented, got me started on the project and kept me on track with her suggestions and clear thinking. Susan Freedman, Coordinator of Community Education, was extremely helpful in explaining the concepts of community education and helping me convey them effectively. Joyce Wu and Sandra Ruiz, of the Office for Gifted and Talented, the former with her blue pencil and the latter with her word processor, took my manuscript and turned it into this book. I thank all of them for their encouragement, their patience, and their good humor.

Most of all, I would like to thank the more than fifty teachers, administrators, and community people who so generously gave me their time, answered my many questions, and invited me to visit their programs. Their enthusiasm for community education and their creativity and dedication in putting it into practice were truly inspirational. Talking with them demonstrated to me more clearly than anything else the great potential community education has for enhancing the education of gifted and talented students, and all Massachusetts school children.

William J. Kreidler
June 28, 1985

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I. OVERVIEW

- A software designer is released by his company to work with a group of fourth graders who want to develop a computer program
- Parents and community members form a committee with school personnel to explore ways to begin a program for gifted young musicians
- Two high school seniors spend a semester working in a laboratory with engineers who are developing communications satellites
- A talented sixth grader is released from gym class to learn choreography from a professional ballet dancer....

....These are only a few scenarios of the many innovative programs that can result when schools work closely with the community. This publication describes a wide range of community involvement and activities known as Community Education (CE), and addresses CE's specific applications to programs for gifted and talented students.

WHO ARE THE GIFTED AND TALENTED?

In its 1978 position statement, The Education of the Gifted and Talented, the Massachusetts Board of Education adopted the following definition of gifted and talented, which was originally developed by the U.S. Office of Education:

> Gifted and Talented children and youth are those identified by professionals and other qualified individuals as having outstanding abilities and who are capable of high performance. These are children and youth whose abilities, talents, and potential require qualitatively differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

The "abilities, talents, and potential" may be in one or more areas:

- general intellectual ability,
- specific academic aptitude,
- creative or productive thinking,
- leadership ability,
- visual and performing arts, and/or
- psychomotor ability.

In short, G/T students are those with special strengths and potential. In order to develop challenging, differentiated programs "beyond those normally provided by the regular school program," educators can look

to the community for strong support and assistance. The community, with its wealth of human and material resources, can be a uniquely valuable contributor to the fullest expression of student talent and potential.

COMMUNITY EDUCATION'S PARTICULAR RELEVANCE TO PROGRAMS FOR GIFTED AND TALENTED STUDENTS

CE is educators and community people working together to make maximum use of a community's human, physical, and financial resources for the purpose of enriching school programs. In 1978, the Massachusetts Board of Education adopted a Policy Paper which defined CE, outlined its major goals and objectives, noted the benefits to the community, and provided recommendations for implementing its principles.

> Community Education offers a new role for public schools in which the schools and local citizens are active partners, providing learning and service opportunities through cooperation with other organizations, associations, agencies, and/or individuals.

Of the specific recommendations in the document, four have particular relevance to G/T education:

- citizen planning and decision-making in the development of G/T program planning,
- coordination and cooperation with community agencies and institutions in the design and implementation of G/T programs,
- identification and utilization of community resources (such as cultural organizations, agencies, and businesses) to enhance the delivery of G/T programs, and
- utilization of citizen and parent volunteers in activities which support G/T programs.

CE practices can broaden and enrich G/T programs by providing options and services for students through a wide range of human and material resources not normally available in schools. These resources can take many forms--from people, e.g., computer programming experts, artists, composers, to primary resource materials, e.g., museum archives, blue prints for new housing developments, and public opinion polls. In addition, such resources can provide special benefits.

- Through CE practices, G/T students can gain access to highly motivating real-life situations and have opportunities to explore their interests in depth with people who have both experience and expertise.
- CE practices enable G/T teachers/coordinators to gain fresh ideas for motivating students and developing challenging curriculum.

- Teachers can develop new advocates as parents, business people, and staff of community and cultural organizations learn ways to bring out the potential of gifted and talented students and stimulate their interest and involvement in the life of the community.
- Community members are able to experience the rewards of performing new types of community service through contributing to the education and development of the community's able students.
- Finally, when education is improved, the entire community is improved. This is one of the most basic principles of CE: When schools work closely with the human and institutional resources of the community, everyone benefits.

ABOUT THIS PUBLICATION

Using a CE approach to G/T education does reap rewards; however, it also presents new challenges. This publication's purpose is to help decision makers, and others interested in G/T education, address these challenges in two major ways: by designing new programs that successfully incorporate the principles and practices of CE, and by improving existing programs using a CE approach.

The seven programs highlighted in this publication incorporate at least one of the following CE practices:

- Parent Advisory Councils (PACs)
- Volunteer Programs
- Mentorship Programs
- Partnerships with Businesses
- Partnerships with Cultural Institutions
- Partnerships with Colleges and Universities.

Each section of the publication includes an introduction explaining the particular CE approach and its relevance to G/T programs. An exemplary program is highlighted, and other G/T programs which use a similar approach are described briefly. Finally, a list of suggestions for implementing the particular practice is included.

Two major data bases, the School System Summary Report, 1984[1] and a Community Education Survey,[2] were used to gather information about programs for G/T students that use community resources. Thirty programs were initially identified, with the following criteria used to select the programs that are highlighted in this publication.

- The CE practice must be integral to the program. (If not a component, the program would cease to exist or be seriously weakened.)
- CE and G/T education are well integrated, and the approach can be adopted and used successfully by other school districts.
- The program has been in existence for a minimum of one year and has expanded over time.
- The program draws upon community resources in new and different ways; in some cases, a community resource is the central focus.

Additional criteria also were used in the program selection. The programs had to represent diverse models and different regions of the Commonwealth. Programs were sought that use new and innovative ways of combining G/T education with CE practices. Interviews with superintendents and teachers/coordinators were held and on-site visits made to the initially selected programs to provide detailed and meaningful descriptions of their offerings. All the programs incorporate a range of CE approaches; final selections were made based on a program's strengths in a particular area. In researching G/T programs for this publication, it became repeatedly apparent that G/T programs that successfully implement one aspect of CE usually implement others as well.

To those who have never used the principles and practices of CE, the prospect of implementing them may seem complex. The teachers/coordinators of the programs highlighted in this publication have addressed this issue. They admitted that it takes considerable work, but that, without exception, they could not imagine running a gifted and talented program without the strong involvement of the community.

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[1] The School System Summary Report is an annual survey conducted by the Massachusetts Department of Education in all areas of curriculum and school service.

[2] The Community Education Survey was conducted by the Community Education Office of the Massachusetts Department of Education and the Massachusetts Association of School Superintendents in 1985 on K-12 school systems to identify innovative community education practices.

II. PARENT ADVISORY COUNCILS

Parent Advisory Councils (PACs) can play a significant role in creating programs for G/T students. Parent groups can promote community support and provide a forum to foster awareness and understanding of the needs of G/T students. PACs provide a way for parents to make significant contributions to the schools, and offer opportunities to meet school staff in a setting other than the traditional parent-teacher conferences.

Many G/T programs in Massachusetts were initiated by PACs, which continue to help support the programs. Sometimes, councils begin as informal groups of parents who come together to discuss a need for a G/T program. Frequently, the parents are joined by teachers and administrators, who form a council. Other councils are initiated by superintendents or school committees, and are charged with researching and developing ideas for programs. These councils undertake tasks such as investigating program models, locating resources, developing statements of purpose, setting program goals, determining selection criteria, and finding funding sources.

Once established, G/T programs have many needs that PACs can address: community support, program goals and objectives, selection processes, program evaluation, curriculum, materials and resources. The role that the council plays in addressing these and other issues varies. Some councils simply advise or make recommendations that may be put into action by educators or school committees. Other councils function as the policy-making body. Both types of PACs may perform functions such as publicizing G/T programs, establishing and coordinating volunteer programs, and/or acting as networking groups.

PACs encourage collaborations among parents and community people, teachers, and administrators. Council members may be elected by current members, appointed by a selection committee, or simply volunteer. If PACs are to be used most effectively, guidelines for membership, a work agenda, a work plan, and the council's role in the school system's decision-making process should be clearly and realistically defined at the outset.

G/T teacher/coordinators who work with successful PACs are enthusiastic about the benefits of such parent involvement. Given the number of roles and responsibilities a G/T teacher/coordinator must perform, a PAC adds two greatly needed elements, assistance and support.

HIGHLIGHTED PROGRAMS: Northborough and Southborough

PROGRAM: Project SAGE
SYSTEM: Southborough Public Schools
53 Parkerville Road, Southborough, MA 01772
CONTACT: Kathy Wellington, (617) 481-2300
GRADES: 3-8
CURRICULUM: language arts, mathematics, social studies, computers, science
TYPE: enrichment: itinerant teacher, resource room
TIME: 1-2 hours per week
STAFF: 1 full-time

PROGRAM: GAIN
SYSTEM: Northborough Public Schools
145 Lincoln Street, Northborough, MA 01532
CONTACT: Patricia Keenan, (617) 393-2558
GRADES: 4-8
CURRICULUM: language arts, social studies, science
TYPE: enrichment: itinerant teacher, resource room
TIME: 1-2½ hours per week
STAFF: 1 full-time; 1 part-time

Both Southborough's SAGE and Northborough's GAIN are enrichment programs. Teachers/coordinators work with students in resource rooms on projects intended to enhance and expand the standard classroom curriculum. The selection of students is determined by parent, teacher, and student recommendations, as well as documented high academic ability, consistent classroom performance, and demonstrated task commitment. Both programs were initiated by community advisory councils, each consisting of approximately 27 interested parents, teachers, administrators, guidance personnel, and school committee members. These advisory councils researched, designed, and helped implement the original program.

As the programs became more established, the advisory councils were disbanded and, subsequently, full-time teachers/coordinators were hired. However, teachers soon expressed frustration over the lack of community support, scheduling and staffing problems, the selection criteria, and poorly defined program goals. "We had grown so quickly we clearly needed to evaluate," said Pat Keenan of Northborough's GAIN. "Were we still addressing our original goals? Had we outgrown them?"

Both GAIN and SAGE teachers and administrators decided to reinstate advisory councils, using a "steering committee" model, to review and evaluate the programs and to develop policies for governing the program. At present, the steering committees consist of approximately 18 members, each of whom serve for one year. About one-third of the members are parents; the remainder are teachers and administrators. The

steering committees submit policy recommendations to the school committee for final decision. "The fact that the school committee acts on the recommendation of the steering committee has legitimized the parent input process," said Dennis DiSalvo, superintendent of the Northborough and Southborough Public Schools. "Steering committee members know that we mean business and have a real commitment to the process." DiSalvo, who has had many years experience in working with parent and community advisory councils, added that the key to developing effective parent groups is to "put the emphasis on solving problems, identifying needs, and setting goals. Then, put people to work meeting those goals."

The first task that faced the steering committee of Southborough's SAGE program was, according to teacher/coordinator Kathy Wellington, "to look at the overall program and decide, 'Is it doing what it's supposed to do? Should we keep it going at all?'" The group first brainstormed a list of concerns about the program and then a list of benefits. Because the positives merited continuing the program, the steering committee proceeded to break down the concerns into program goals and objectives, selection criteria for participants, curriculum, scheduling, resources, and the relationship of the program to the larger community.

Task-oriented subgroups consisting of steering committee members and interested parents were formed to research each area of concern and develop policy recommendations. Subgroups of four to five members now meet weekly or biweekly, with the teacher/coordinator from the respective programs attending all the subgroup meetings.

The steering committee process currently being used in Northborough and Southborough follows the same pattern: subgroup recommendations are presented to the steering committee which discusses and modifies them if necessary. The policy then is implemented on a trial basis, after which it is reevaluated and modified by the steering committee, which considers evaluation results and parent input. Finally, a finished draft is prepared and the recommendations are presented to the school committee for a final decision. This process has been used by both programs to develop policy changes in such areas such selection criteria, scheduling, goals and objectives, and the relationship of the program to the larger community.

Both SAGE and GAIN steering committees will continue to evaluate and improve the programs. Noted Keenan, "We learned from experience that you can't just let the program go. You have to be vigilant and continually reassess it."

The steering committee approach clearly has been beneficial to Northborough and Southborough. For example, to increase community support in their respective towns, both steering committees have instituted periodic open houses, some with guest speakers and others with GAIN or SAGE students presenting their projects. In addition, information

sessions have been initiated. These regularly scheduled sessions serve to inform interested parents and the general public about the nature of the programs and answer questions concerning selection, scheduling, and curriculum. "Community perception of the programs has definitely improved," said DiSalvo. "We get much more positive feedback, virtually no telephone complaints, and the number of people who attend the information sessions has increased."

Both teachers/coordinators point to another benefit of the steering committees: they help programs to develop resource networks. Both GAIN and SAGE make extensive use of community resources such as volunteers, guest speakers, mentors, and members of school-community partnerships. The steering committees have been invaluable sources of contacts for these resources.

Working closely with parents and making decisions by committee has other benefits. "From the point of view of the coordinator, it's nice not to have to make decisions alone," said Keenan. "When problems come up, there's a group to deal with them. The process leaves me feeling very good, because I know that it's not just a one-person program. You come away with a program that is clearly improved and has universal support."

OTHER G/T PROGRAMS WITH PACs

PROGRAM: Gifted and Talented Program
SYSTEM: Brookline Public Schools
Town Hall, Brookline, MA 02146
CONTACT: Bunny Meyer, (617) 734-1111, ext. 121
GRADES: K-8

Brookline's program focuses on providing classroom teachers with the support they need to maximize the creative and intellectual potential of their students. A townwide parent-teacher advisory council assists by researching and developing program policy, instructional strategies, and effective use of community resources to enhance the instruction of gifted and other children.

PROGRAM: The Horizons Program
SYSTEM: West Newbury Public Schools
694 Main Street, West Newbury, MA 01985
CONTACT: Pamela Franklin, (617) 363-2672
GRADES: K-6

The Horizons Program, developed in 1981 by a School and Parent Advisory Committee, aims to provide an enriched curriculum for all children, and uses a resource room/independent study approach to meet the needs of G/T students. The current advisory council is composed of parents, educators, school committee and community members. The council assists the program by making policy recommendations and locating resources.

SUGGESTIONS

- Establish an advisory council consisting of administrators, teachers, and parents.
- Choose a chairperson and schedule regular meetings with task-oriented agendas; select a recorder to keep accurate minutes of each meeting.
- Determine the decision-making plan of the council. The council should be clear about the authority it has and does not have, and how decisions will be implemented.
- Determine needs, and strengths/weaknesses if the program already exists, and incorporate results into the goals and objectives.
- Identify community resources that can help meet program goals and establish appropriate networks for contacting such resources.
- Develop plans for evaluating and testing recommendations.
- Inform the public about the council and its work through open houses, newspaper articles, newsletters, and other communication channels.

III. VOLUNTEER PROGRAMS

Community volunteers have long been recognized as a rich resource for schools. Volunteers have provided remedial tutoring in basic skills, helped Chapter 766 students learn life skills and cope with disabilities, assisted with music and art programs, and organized recreational activities. Today, volunteer programs are rapidly becoming one of the more common ways to tap community resources for G/T programs. A strong volunteer program can provide unique ways to enrich the curriculum. It can bring resources and people into the classroom without placing additional demands on the school budget.

Volunteers for G/T programs often gain a better understanding of the problems and concerns facing the students, and become strong advocates for such programs. While the educational benefits of volunteer programs are many, perhaps the most basic one is the opportunity they give children to receive more individualized attention and instruction.

Successful volunteer programs must meet the needs of everyone involved: students, teachers, and volunteers. To meet these varying interests, volunteers must be able to fill varying roles: advisors, tutors, minicourse leaders, coaches, mentors, project coordinators, materials developers, fundraisers, field trip organizers, guest speakers, drivers to take students to special events, and recruiters of new volunteers. It is not uncommon for a volunteer to start by filling one role, such as a guest speaker for the class, and then go on to fill another role, such as mentor to a student who is working on an independent project.

Even the smallest community has a population diverse in expertise and experience. Citizens from all segments of the community are eager to share their knowledge and talents with G/T students. Volunteer programs can make use of everyone's talents, from older students who work with younger ones to business people, professionals, and senior citizens. Anyone with special skills, experiences, or interests is a potential volunteer.

Volunteers may be recruited from many sources. Some communities have agencies that match volunteers with institutions. Church groups and service organizations (such as Rotary and Lions clubs) are also potential sources of volunteers. Open houses, parent survey forms, newspaper/newsletter articles, and even advertisements are all vehicles that have been used successfully to recruit volunteers. Another rich source of volunteers is volunteers themselves. Many programs have used volunteers to identify and contact specialists in various fields, such as artists, historians, and computer experts.

Volunteers participate in G/T programs because of the rich opportunities to use their talents and share their experiences with young

people. Many individuals discover that volunteering expands their own knowledge and experiences. Volunteers experience the satisfaction of making a real and valuable contribution to the community through the schools, and, perhaps, of beginning a tradition of volunteer service that will be continued by the students with whom they are now working.

HIGHLIGHTED PROGRAM: Bedford

PROGRAM: Project PREP
SYSTEM: Bedford Public Schools
Mudge Way, Bedford, MA 1730
CONTACT: Judy Wood, (617) 275-7606 or 275-6804
GRADES: 1-5
CURRICULUM: science, computers, language arts, social studies, mathematics
TYPE: pull-out enrichment: resource room, itinerant teacher
TIME: 2 hours per week
STAFF: 1 full-time, 1 part-time

Bedford's Project PREP is a combination in- and out-of-classroom enrichment program. The program began in 1980 at the initiative of a PAC of approximately 12 parents, teachers, and administrators. The PAC researched, designed, and implemented the program, and helped choose the current teacher/coordinator, Judy Wood. Once Project PREP was implemented, the PAC disbanded.

Students are selected from Bedford's two elementary schools and are chosen on the basis of parent and teacher nominations, scores on standardized tests, and the opinions of the school principal, guidance counselor, art teacher, and classroom teacher.

Youngsters in grades four and five meet twice weekly for two units during the year. Topics offered include whales, creative dramatics, chemistry, video production, and the middle ages. The units focus on the development of critical thinking skills and creativity.

Project PREP students in grades one to three participate in eight- to ten-week enrichment units. Options available to the primary grade students include "Butterflies and Moths," "Grandparents," "Math Problem-solving," "Creative Writing," and "Inventions." In addition, Wood conducts a series of 30-minute lessons in regular first and second grade classrooms. These lessons, in which all students participate, are designed to promote the development of creative thinking skills.

Project PREP has had an extensive volunteer program since its inception. Volunteers are used in various capacities:

- drivers for field trips,
- speakers within a subject area,

- coordinators for field trips to companies, organizations, or places of interest,
- mentors and interview subjects for independent study projects, and
- resources who provide slides, films, or other enrichment materials.

Most volunteers serve as guest speakers and interview subjects. "The interviews, used in connection with independent studies, have been an unusual and very successful part of our program," said Wood. "We locate an expert in the student's area of interest and arrange for the student to interview him/her [the expert]. The child writes interview questions and role-plays interviewing in the classroom. Later, a parent drives the student to the interview. We encourage the child to meet with the interviewee alone. Meeting one-to-one with adults in what is almost a peer relationship has a great effect on the children's self-confidence." Project PREP students have interviewed detectives, helicopter pilots, inventors, TV personalities, UFO experts, and others.

To recruit volunteers, Wood sends parents a Community Resources Survey at the beginning of the school year. This survey solicits volunteers or potential volunteers, and requests that they indicate their area(s) of interest or expertise. The information obtained is categorized according to the type of job for which a person is volunteering. In the case of potential guest speakers and interviewees, the categories are related to the areas that are currently or will be studied in the program, such as chemistry, history, or travel.

Next, potential volunteers are contacted personally. Wood has a part-time assistant who spends much of her time contacting local businesses, agencies, cultural institutions, and universities in an attempt to locate potential volunteers. In addition, the assistant follows up on any contact she has been given by parents or community people. "Finding people who will work without pay can sometimes be difficult," Wood admitted. "There certainly are people who are willing to contribute to the program, but you have to be assertive and willing to sell the program. And you can't be afraid of rejection. We try to be very specific about what we are looking for so that we can locate people who will really meet our needs." Project PREP currently has the names of approximately 150 volunteers on file, and many regular classroom teachers make use of such resources.

"We rely on our intuitive sense and the degree of interest and enthusiasm the people project when we explain the program to them," Wood noted. "If we talk with someone who seems unlikely to work out, we try to handle that delicately. Usually we say, 'We'll get back to you.' Our experience has been that if they're excited and enthusiastic about working with the kids, they usually work out well."

Evaluation has two components: how much the students gain from the experience and how well the volunteers relate to them. "We have many people who return again and again to work with the children," said Wood. "People often are nervous initially about speaking to or working with children, but when they see what these kids are capable of, they usually relax and enjoy the experience. Often it's as much of a learning experience for the volunteers as it is for the children."

Wood sees many benefits of a volunteer program. "Gifted children need real-life experiences and they need positive role models to interest and motivate them. They also need interaction with adults. One statement that volunteers, in effect, are making to the children is, 'I value you, even though you may be nine years old.' That has a powerful effect on the children's confidence."

OTHER VOLUNTEER PROGRAMS

PROGRAM: Enrichment Program and Talented and Gifted (TAG)
SYSTEM: New Bedford Public Schools
Carney Academy, New Bedford, MA 02740
CONTACT: Grace Frey, (617) 995-4511, ext. 270
GRADES: 6 (enrichment); 4-6 (TAG)

Both the Enrichment Program and TAG are full-time G/T classes serving students from all New Bedford elementary schools. Both programs make extensive use of volunteers, as guest speakers and role models, who are drawn from a variety of organizations, neighborhood groups, and informal contacts. Students, themselves, also act as volunteers in student-initiated service projects.

PROGRAM: Harwich Enrichment Program
SYSTEM: Harwich Public Schools
South Street, Harwich, MA 02645
CONTACT: Jon Wordell, (617) 423-0940
GRADES: K-6

Since 1982, the Harwich Enrichment Program has focused on helping classroom teachers develop challenging curriculum, and providing special out-of-class projects for selected G/T students. Volunteers are an integral part of the program and are trained to work with small groups in such programs as Future Problem-Solving, Junior Great Books, and locally developed curriculum.

SUGGESTIONS

- Publicize the need for volunteers in newspapers, newsletters, open houses, radio public service announcements, etc.
- Contact service organizations, church groups, senior citizen groups, and community agencies. They are rich resources of volunteers and often are receptive to having speakers at their meetings talk on the subject of gifted and talented students.

- Have a variety of available jobs so there will be many ways a volunteer can "fit in." Have volunteers specify the type(s) of jobs in which they are most interested.
- Designate someone or some group (perhaps a parent or parent committee) whose main responsibility is to locate and recruit volunteers.
- Stress the satisfaction of working with enthusiastic, highly motivated students, when recruiting volunteers.
- Put volunteers to work as soon as possible. Once people volunteer, they do not like to wait too long before getting started.
- Make every effort to meet the needs of volunteers in terms of the type of work they wish to perform, the time they can commit, and the scheduling of their services.
- Thank volunteers for their efforts, not only verbally, but also through thank you notes, special volunteer events, and newspaper publicity.

IV. MENTORSHIPS
A Special Kind of Volunteer Program

When gifted and talented adults recall their early lives, they often reveal the presence of a mentor, acting as teacher and role model, who exerted a strong influence. G/T programs, recognizing the value of mentors in the lives of students, often make use of qualified community members to work with students in a specific area of interest. The mentor-student relationship provides a real-life experience for students and gives them the opportunity to work as professionals on meaningful projects. Mentors may be business people, professionals, artists, parents, senior citizens, college or high school students, or any individuals with a special skill or interest who are willing to share their expertise with students. Mentors usually work individually with younger people in a tutorial, coaching, or advising relationship, and also often assist in projects of the students' choosing.

In practice, the definition of "mentor" is flexible. In many G/T programs, mentors are not limited to working individually with a student; they may work with small groups. Also, the mentor-student project may be one in which the mentor is already involved. This concept of mentor and student(s) working together on a project of mutual interest distinguishes mentor programs from other types of volunteer programs. For example, when the president of the local Garden Club gives an introductory talk, (s)he is not acting as a mentor. But if the Garden Club president works with a student on a project to develop non-chemical insecticides, (s)he is functioning as a mentor. Interestingly, mentors often find that they learn as much from the mentor-student project as does the student.

Mentorships allow G/T programs to have a scope and depth not otherwise possible. Mentor-student projects allow students to encounter and solve real-life problems with the guidance of someone more experienced and knowledgeable. Mentors also serve as role models in their specific fields.

There are rewards for the mentors as well as for the students. Mentors can experience the excitement of sharing knowledge and skills with students who are enthusiastic, talented, and eager to learn. Mentors often comment on a renewed zest for their own work after acting as a mentor. As one mentor noted, "The enthusiasm of gifted and talented kids is contagious!"

HIGHLIGHTED PROGRAM: Nauset Academic Regional

PROGRAM: Academically Advanced and Talented Students (AAATS)
SCHOOL: Nauset Regional Middle School
R.R. 1, Box 402, Orleans, MA 02653
CONTACT: John Stewart, (617) 255-0016

GRADES: 5-8
CURRICULUM: social studies, language arts, mathematics, art, computer programming, filmmaking
TYPE: enrichment, acceleration (limited): resource room
TIME: 5-50% of school time
STAFF: 1 full-time teacher/coordinator

Nauset Academic Regional School System serves four communities near the tip of Cape Cod: Orleans, Brewster, Eastham, and Wellfleet. Nauset's AAATS program began in 1978, after a committee of concerned parents, community people, and school administrators spent one year developing a program to serve the needs of G/T students in the district.

AAATS is an out-of-classroom enrichment program, serving both academically and artistically talented students. Approximately 75 students represent a core group of participants, and about 25 additional students join in special projects. Student selection is based on test scores, parent, teacher and peer recommendations, and the judgement of the teacher/coordinator. Students may participate in one or more curriculum areas, based on demonstrated ability, with the AAATS class either supplementing or supplanting the standard curriculum. On the average, students spend 30% of their class time in the AAATS resource room, and some students may spend up 50% of their time in the program.

Participants choose either to participate in a current or upcoming AAATS project or to develop a project of their own. According to teacher/coordinator John Stewart, approximately 35% of the project ideas come from the students and 65% are teacher initiated; older students are more likely to initiate their own projects. "We try to emphasize real-life problems," noted Stewart. "The kids enjoy working on problems that actually exist in the community. It gives them a positive feeling of having contributed to their community."

AAATS program goals and philosophy call for the extensive use of community resources. "In fact, I initially had so many mentors that the program became unwieldly and I had to cut back," Stewart recalled. Currently, about 25 volunteers serve as mentors in the program, many of whom are retirees.

Once a project idea is defined which calls for a specific type of mentor, Stewart assumes the responsibility for filling the need. Mentors are recruited from a variety of sources, including Volunteers for Cape Cod (a volunteer agency drawing primarily on retired people), word of mouth, newspaper advertisements, and what Stewart terms "serendipity." "The number of people who contact me about working with the kids amazes me," he said. "I've even had kids who went out and found their own mentor. On the other hand, more than once, I've had to call or knock on the door of a local business or agency looking for a mentor."

Once potential mentors are located, Stewart interviews them to determine what they have to offer the class, what type of mentorship situation they prefer, and whether scheduling can be coordinated. Stewart stresses that mentorships vary in the length of commitment, structure, degree of supervision, and the feedback mentors want. "It's important to insure that the expectations for both mentors and students are clear from the beginning. I rely heavily on my intuition and my sense of whether or not a person has something to offer and would work well with the kids," he said.

Not surprisingly, the use of mentorships is very flexible. Mentorships last anywhere from a few days to a school year or more, and mentors do not have to meet with students in the school setting. Many participant are driven to outside placements by the mentor, parent, or Stewart. (The School Committee has arranged for a special insurance policy to cover Stewart.) Some mentors prefer to work with students in a very informal setting, while others prefer more structure. Stewart's support of mentors also ranges from feedback on teaching style to arranging for the teaching materials the mentor requests.

AAATS mentors frequently work with students on such content areas as writing, computer programming, foreign languages, and mathematics. The following businesses and community agencies also supply mentors:

- Second District Court: Each year, students choose and research a court case with the help of lawyers, police, and specific experts serving as mentors. The project culminates in a mock trial held in the District Courthouse wth the judge presiding, and the chief prosecuting attorney, police officers, relevent mentor/witnesses and a jury present.
- Massachusetts Extension Service: A consultant/mentor trains participants in the basic principles of marine biology. These students then serve as teachers for elementary grade students.
- Oral History--Haunted House Project: Working with a local reporter/mentor, students in a writing class are sent into the community to interview elderly citizens in an effort to locate haunted houses and ghosts in the area.

OTHER MENTORSHIP PROGRAMS

PROGRAM: REACH
SYSTEM: Monson Public Schools
Main Street, Monson, MA 01057
CONTACT: Lynn Warman, (413) 267-4857
GRADES: 3-5

REACH, an enrichment program involving approximately 45 students, focusses almost exclusively on student-generated research/independent study projects that are conducted with the help of mentors.

PROGRAM: Mentor Program
SYSTEM: Springfield Public Schools
195 State Street, Springfield, MA 01103
CONTACT: Helaine Sweet, (413) 787-7015
GRADES: 1-12

This extensive mentorship program, coordinated by the Springfield School Volunteers, draws on local college students, senior citizens, parents, and business people. Mentors assist students from all the Springfield schools in independent projects of the students' choosing. Content areas include science, history, the arts, mathematics, writing, and foreign language.

SUGGESTIONS

- Determine the type of mentors your program needs.
- Check local volunteer agencies and networks as potential sources of mentors.
- Let the office staff in your school know that you are seeking mentors. They often know the community well and can be invaluable in locating mentors with specific expertise.
- Use Parent and Community Advisory Councils as a rich source of mentors, due to their knowledge of the community.
- When recruiting business mentors, try to make personal appointments to talk with potential mentors about your program.
- As you interview potential mentors, remember that you often must trust your intuition about how effective the person will be when working with students. Make your expectations clear at the beginning, and find out what the mentor's expectations are as well.
- Determine, at the outset, how much time they want to commit, how much structure they prefer, and what role they want you to play. Be flexible.
- Don't be discouraged by failures; not every mentor works out. It's surprising the number who do.
- Always remember to say "thank you" for a mentor's efforts. Verbal thanks, thank you notes, "mentor teas," newspaper articles, and articles in school newletters are all ways to show appreciation.

V. SCHOOL-BUSINESS PARTNERSHIPS

Many G/T students eagerly accept the challenge to use their talents in real-life settings and to perform real-life tasks. As a group, they are highly motivated to use their skills, acquire new ones, and associate with working professionals in their area of interest. One way to provide such opportunities for these students is through school-business partnerships.

School-business partnerships are collaborative efforts between school and business people to address educational problems and to broaden the learning environment. Underlying the partnership is a recognition that collaboration is mutually beneficial and is in the interests of both parties. Participants determine their mutual needs, develop a program, define the role each will play, set goals, and implement the program.

Business people have valuable skills, experiences, resources, and knowledge to share with G/T students. The range of specific contributions is as broad as the business community itself, and partnerships between businesses and G/T programs can take many forms. At the simplest level, partnerships may involve guest speakers, field trips, or donations of equipment or money. Partnerships also may lead to business-educator curriculum teams, teacher training workshops, and mentorship programs.

Exposure to businesses allows students to see the application of academic skills in the work setting and to more fully understand the career options available to them. Teachers/coordinators of G/T programs benefit as well by getting help with curriculum development, obtaining donated materials, or receiving training in new skills, such as computer programming. In addition, business people involved in partnerships with G/T students often become effective advocates for G/T programs, which increases teacher morale.

Businesses involved in these partnerships also reap rewards. Companies often receive local recognition, acknowledging their interest in the welfare of the community. The partnership also can play a role in developing the workforce by acquainting students with local job opportunities, increasing students' career possibilities, and reducing business training expenses by improving the skills with which students graduate. Interestingly, the benefit most often cited by business people involved in partnerships is the personal satisfaction that employees gain from being involved in the schools, inspiring and motivating students, and helping to make school a more meaningful experience for some students than it was for themselves.

Aside from the benefits to the partnership members, the entire community profits when public education is improved. In the long run, partnerships with schools are one of the best investments a business can make.

HIGHLIGHTED PROGRAM: Minute Man Vocational-Technical Regional

PROGRAM: Prep-Tech
SCHOOL: Minute Man Vocational-Technical Regional High School
758 Marett Road, Lexington, MA 02173
CONTACT: James Amara, (617) 861-6500, ext. 396
GRADES: 9-12
CURRICULUM: academic: science, language arts, mathematics, history; technical: electronics, computer, instrumentation, plastics technology, health
PROGRAM: acceleration: learning center, cluster grouping, independent study; "Week About" (alternate weeks of academic and technical curricula)
TIME: 5½ hours per day, 5 days per week
STAFF: 12 full time

Minute Man Vocational-Technical Regional High School is a four-year secondary school located in Lexington near many "high-tech" companies and other large and small businesses. Minute Man Regional offers instruction in 25 occupational areas and had numerous partnerships with businesses that play an integral role in the school's curriculum. According to superintendent Ronald Fitzgerald, "We're always looking for ways to improve our programs, and one way to do that is to form partnerships with businesses whenever possible."

In 1979, Minute Man began to focus on attracting academically talented students, a population not traditionally drawn to a vocational-technical high shcool. The Prep-Tech program was initiated by James Amara, the current director of the program, with the enthusiastic support of the superintendent and other staff. "We wanted to combine rigorous academic college preparation with quality technical training," Amara said. "We also wanted to offer something unique--the opportunity to use the skills in actual work situations."

Prep-Tech uses the "Week About" concept, which allows students to devote one week entirely to academic subjects and the alternate week to technical subjects. Eligibility for the program is based on an "A" average in eighth grade, teacher recommendations, a passing grade on a mathematics competency test, and an interview with Prep-Tech teachers, the director, and the school psychologist. "We don't look for superbright students necesarily," noted Amara. "More important to us is the highly motivated student who wants hands-on experience. Parent motivation and support also are important factors." Once accepted into Prep-Tech, the student must maintain a "B+" average. Currently, there are 31 students enrolled in the program, 40% of whom are female.

The curriculum is designed to meet the entrance requirements of the most competitive technical colleges and institutes. During their freshman year, students explore the technical areas of electronics, computer science, drafting, plastics, instrumentation, and health. During their sophmore year, students may choose one of these disciplines as an area of concentration.

In an effort to help students better understand the application of the technical skills they are acquiring, qualified seniors in the Prep-Tech program have the option of participating in the business partnership program. Students are placed in internships at one of several local high-tech businesses with which Prep-Tech has formed partnerships.

These partnerships were established at the initiative of James Amara and staff, who contacted businesses by letter and/or telephone, through intermediaries (parents or school personnel who knew a contact person in a particular business), and through personal contact with appropriate employees. "It takes perserverance," said Amara. "You must be willing to pick up the phone, knock on doors, and use any connection available."

Participation in the internship program is optional, and qualification is based on grade point average, technical major, and desire to participate in the program. "We send only the very best students," Amara noted. At present, six students serve as interns. They work from 30 to 40 hours during their technical week, and are paid $5 an hour by the participating business.

While there are many benefits to students who work with engineers or scientists in their particular field of interest, Amara also stresses that companies, in turn, benefit from these brignt, enthusiastic, and well-trained interns. "Companies are surprised at the students' expertise." Amara said. "There have been instances where students have caught mistakes and saved companies money. Once you have one successful partnership, that company often will give your program an enthusiastic recommendation to other companies that are considering partnerships."

Prep-Tech draws on other community resources as well. Students are eligible to participate in academic activities and programs at neighboring colleges and universities. Some students, for example, have taken part in the Massachusetts Institute of Technology Study Program, which allows students to explore technological subjects in depth.

Prep-Tech currently has three active partnerships with high-tech businesses.

- M.I.T. Lincoln Laboratories: Interns work on projects in various divisions and on specialties such as lasers, optics, aeronautics, and satellite design.
- Hewlett-Packard: Prep-Tech students majoring in computer science work in the quality-control division, testing and "debugging" computer software.
- Gen-Rad: Prep-Tech interns work in the Electronics Division's engineering and design department, developing new electronic equipment.

OTHER SCHOOL-BUSINESS PARTNERSHIPS

PROGRAM: Project SAGE
SYSTEM: Framingham Public Schools
454 Water Street, Framingham, MA 01701
CONTACT: Diane Modest, (617) 872-3546
GRADES: 1-6

SAGE is an enrichment program serving over 300 students. Partnerships with businesses are sources of mentors and funding for special projects. For examples, Prime Computer has provided money and assistance for developing a brochure about SAGE, and the "Middlesex News" has assisted in developing the school newspaper.

PROGRAM: Gifted Enrichment
SYSTEM: Peabody Public Schools
c/o McCarthy School, 76 Lake Street, Peabody, MA 01960
CONTACT: John Murtagh, (617) 531-1600, ext. 135
GRADES: 4-7

Initiated in 1981, Gifted Enrichment now serves over 100 intermediate grade students. Partnerships have been formed with neighboring computer companies to develop computer curriculum for both the G/T program and regular classrooms. Another partnership with a local savings bank has led to the establishment of a school bank.

SUGGESTIONS

- Make initial contact by telephone. Explain your ideas for partnerships and arrange a meeting with the appropriate contact person.
- Include parents and school staff people; they often are good contacts or sources of contacts in businesses.
- At the initial meeting, identify common concerns and needs, list priorities, and identify potential resources and possible ways to address the concerns.
- Once it is clear that partnership planning will proceed, expand the planning group to include affected constituencies, such as teachers, administrators, supervisors, employees, students, and parents.
- Set long- and short-term goals, and identify at least one person who has responsibility for coordinating and implementing the planning of the group.
- Be sure all participants in the program understand their role and are clear about expectations and requirements.
- Monitor the program and work out problems as they arise. Continual evaluation and redesign help to keep partnerships dynamic and successful.

VI. PARTNERSHIPS WITH CULTURAL INSTITUTIONS AND COMMUNITY AGENCIES (CI/CAs)

School partnerships with cultural institutions or community agencies can combine the complementary resources of each party to meet a need. By collaborating, all parties can increase their effectiveness without costly and confusing duplication of services.

Several years ago, Danforth Museum looked for ways to integrate art and elementary social studies. Museum personnel discussed the idea with Framingham's teachers of programs for G/T students. The result: students in Framingham's SAGE program developed a series of art and social studies kits that are used throughout the Framingham Public Schools.

In another school-institution/agency partnership, John Stewart, Nauset's Academically Advanced and Talented Students (AAATS) coordinator, discussed with the head biologist of the Town of Orleans' Department of Shellfish the possibility of developing a marine biology program. The biologist mentioned the problem of "ringless" scallops in Pleasant Bay, and a research project for AAATS students was launched: to determine whether these ringless scallops could be harvested without endangering the scallop population.

These two partnerships demonstrate how public and private institutions and agencies--museums, libraries, humane societies, mental health agencies, recreational programs, YM/YWCAs, historical societies, environmental centers, and many other organizations--are uniquely positioned to complement schools in the educational process.

Because of their specializations, CI/CAs are excellent resources for schools in general and for G/T programs in particular. They often can provide volunteers or paid staff to assist G/T personnel with all aspects of program design and implementation. Most CI/CAs have amassed a broad network of potential resources, such as people willing to contribute time, expertise, money, and/or materials. They also have developed sources of funding for such projects, so the cost to the school is minimal or nonexistent.

CI/CAs find that partnerships with G/T programs give them access to an audience that is highly motivated to learn about the mission of that institution or agency. Through that audience, they can reach out to other students, parents, and school personnel and, in turn, to a larger general audience and an increased funding base. Staff people also find satisfaction in developing new programs and encouraging young talent.

The partnerships benefit G/T programs as well. They make available specialized resources and people with particular areas of expertise. The experience motivates students, acquaints them with the range of

resources available in their community, and helps them to appreciate their community as a place for learning.

HIGHLIGHTED PROGRAMS: Boston's Museum of Science and Greater Boston YMCA

PROGRAM: CABOT CORPORATION SCIENCE SEMINARS
ORGANIZATION: Museum of Science
Science Park, Boston, MA 02114-1099
CONTACT: Robert Bassett, (617) 723-2500
GRADES: 10-11
CURRICULUM: science, technology
TYPE: Saturday seminars, summer mentorships, laboratory tours
TIME: varies with program
STAFF: 1 coordinator

Since its founding in 1830, Boston's Museum of Science has been committed to science literacy and education for the public. For many years, the Museum has offered programs for schools, and two years ago, under funding from Boston's Cabot Corporation, it developed programs for high ability, high achieving science and mathematics secondary students.

According to coordinator Robert Bassett of the Museum of Science, the programs have two goals. The first goal is to help high school students gain more knowledge of science and about the working world of scientists, with "science" including pure and applied science, health, technology, engineering, and mathematics. The second goal is to expand the pool of potential scientists and engineers by providing students with role models of people working in these careers.

The Cabot Corporation Seminars were initiated by the Museum of Science Director, Dr. Roger Nichols, and are based on a model developed 23 years ago by the Maryland Academy of Science. Nichols called together an informal advisory committee of chief executive officers from selected industries, universities, and hospitals. Based on their recommendations, as well as on advice from science department chairpersons, school superintendents, principals and guidance personnel, the first Saturday Science Seminars were piloted in the Spring of 1984 at 11 sites throughout New England.

At present, 20 Saturday Science Seminars are offered in 20 separate locations in the five New England states. Approximately 125 students participate, and admission to the seminars is based on grade point average in science and mathematics, evidence of strong interest and motivation in science (through extra-curricular activities), and teacher recommendation. Tuition for the seminars is $50, and financial aid is available.

The seminars involve six two-hour sessions, held on consecutive Saturday mornings. Seminar topics include: "Techniques of Field Zoology,"

"The Secret Life of Insects," "Computer Aided Simulation in Aerospace Engineering," and "Introduction to Archaeology." The seminars are designed to complement high school science and math curricula; some sessions require prerequisite science or math courses.

In addition to the Saturday Science Seminars, two separate but related programs have been piloted.

1. Summer Science Mentorships matches working scientists and engineers with selected outstanding students from the Saturday Science Seminars. Students work one-to-one with the mentor for a minimum of six weeks in the summer, and attend Wednesday evening colloquiums in such topics as library research, report writing, and college financing. During the summer of 1984, 13 students participated in the program.

2. Science Research Tours, aimed at junior high and middle school students, gives participants the opportunity to visit four separate science and technology institutions to view their laboratories and talk with scientists and engineers.

The Cabot Corporation Seminars represent a unique attempt on the part of a community cultural institution to complement the curriculum of G/T programs. "We see them as part of our larger commitment to science education," said Bassett. "In essence, the museum is acting as a broker or middleperson in bringing schools, industries, and institutions together."

As coordinator of the programs, Bassett acts as facilitator, administrator, program designer, evaluator, and even counselor to students. "We see these programs as being in a continuous R & D stage," he said. Program evaluation and redesign are ongoing processes. At the completion of each program, evaluations are completed by students and instructors, and this feedback is used to develop the next set of seminars. Bassett makes every effort to attract students of both sexes and all races. For example, approximately 35% of the current Saturday Science Seminar participants are female and approximately 15% are minority.

In recruting instructors and sites for the various Cabot Corporation programs, the Museum of Science has used what Bassett calls an "eclectic" approach. "We use every source and gimmick we can think of to network," he said. "Many contacts come, of course, from the Museum's various associations. We also make use of recommendations from the people on our advisory committee. We are constantly on the lookout for individuals, organizations, and institutions through which we can meet the needs of students. We even ask people in a particular field for the names of instructors who excited them."

Bassett is selective in choosing instructors and sites. "To us, the ability of an instructor or mentor to be a role model is as important

as the content of his or her course. When we make initial contact with a person or organization, we are just sending out feelers. We don't consider making any arrangements until we're sure that they understand what we're trying to do, are commited to the same mission, and have a feel for hands-on science."

According to Bassett, there is great value for G/T students and schools to work through an institution such as the Museum of Science. "The students are given access to science and scientists beyond what's normally available," he said. "They also get to meet other students with similar interests, and that's very important for G/T students at this level. Finally, they have the chance to see what it means to be a scientist or engineer."

We are not trying to compete with or duplicate the schools' programs," he added. "We are supporting and complementing them."

PROGRAM: BOSTON BLACK ACHIEVERS
ORGANIZATION: Greater Boston YMCA
316 Huntington Avenue, Boston, MA 02115
CONTACT: Noel Johnson, (617) 536-6950
GRADES: 9-12
CURRICULUM: varies
TIME: varies, depending upon progam
STAFF: 1 full-time

The Black Achievers Program is a self-sustaining project of the Greater Boston YMCA. Its purpose is two-fold: to honor black professionals who have performed their jobs with distinction, and to provide opportunities for those so honored to participate in community service projects. Membership in the Boston Black Achievers changes annually and consists of nearly 100 black men and women who have been nominated by their employers (local corporations, hospitals, or universities) for outstanding job performance. Those nominated are honored at a January banquet that inaugurates their "Achievement Year," and employers agree to release the Achievers for 40 hours of community service during the year.

This community service, which takes place primarily in the Greater Boston area, takes many forms, but most frequently consists of the Achievers acting as role models for black students in grades nine to twelve. Boston Black Achievers participate in various activities such as career fairs, tutorials, and mentoring programs. Typical Boston Black Achiever projects have included supplying resource people for a summer camp for urban teenagers, assisting high school students in the layout and design of a school yearbook, and a week-long, behind-the-scenes junior curatorship project at the Isabella Stewart Gardner Museum.

The Boston Black Achievers program was developed in the mid-1970's and patterned loosely after a similar program sponsored by the Harlem YMCA. According to Executive Director Noel Johnson, "What we added to the Harlem model was the community service component. It's the linkage to the community that makes us unique."

There are now nearly 900 former Boston Black Achievers and more than 200 people remain active in the organization through its alumni association. While the primary goal of the alumni association is to raise scholarship money, it also lends support to the organization and to past and present Achievers by providing career counseling, networking, and leadership seminars.

Many of the community service projects are the result of collaborations with schools. These collaborations are fairly simple, flexible, and informal, according to Johnson. "When schools call me, we discuss what their needs are and the type of program they'd like to see. Then I draw up a list of appropriate Achievers, give them a call, and work out the details." These "details" can be as simple as supplying guest speakers or arranging a field trip, or they can be much more extensive, resulting in a complete progam being developed.

One such program was Project Dream, a collaboration between Black Achievers and the Urban Scholars program of UMass/Boston, which was developed to meet the needs of G/T students. The Urban Scholars program aims to help G/T students from three Boston high schools acquire the skills and the aspirations necessary for college success. According to Urban Scholars Director Joan Becker, Project Dream was initiated because "our kids didn't dream. They had every reason in the world why they couldn't do things, but no idea how to dream and make dreams a reality."

Becker and Johnson designed a two-day program. During the first all-day session, groups of eight to ten students met with a Black Achiever who talked about his/her dreams and aspirations as an adolescent, then encouraged the students to talk about their own dreams. "The only rule," said Becker, "was to put aside 'But I can't....'"

The second session focussed on how dreams are turned into reality. Again, the Achievers talked frankly with the students, sharing their experiences in planning, setting goals, making compromises, and other steps involved in achieving their ambitions. They then helped the students to look at their own dreams and examine their personal strengths and weaknesses, list options and potential roadblocks, and set goals. As a result, "many of the kids began to consider career options based on what they really wanted to do," Becker said. "Kids who had said to us, 'There's something I really like to do, but I can't make a career out of it,' saw that wasn't necessarily true."

Johnson concurs, "Meeting the Achievers and hearing of their experiences has a very powerful effect on students because their own experi-

ences are so similar. They can look at a black bank vice president, a newspaper artist, or a master chef, and suddenly it clicks--I can do that too!"

Both Johnson and Becker would like to repeat Project Dream in the future for the Urban Scholars program. Johnson also hopes that Boston Black Achievers will participate in more G/T oriented projects in the future. "Many of our project ideas come from outside the agency," she noted. "Once people have determined their needs, they see we're here to help them out. We're very flexible and open to a wide variety of ideas."

Johnson emphasized, "It's important for kids, especially black kids, to have role models to inspire and motivate them, to help them go beyond what they thought their limits were. I'll never forget the time I explained to a high school student what Boston Black Achievers was all about. When I finished, his face lit up and he said, 'That's what I want to be!'"

OTHER SCHOOL-INSTITUTION/AGENCY PARTNERSHIPS

PROGRAM: GIFTED AND ACADEMICALLY TALENTED
SYSTEM: Arlington Public Schools, Ottoson/Gibbs Junior High
63 Acton Street, Arlington, MA 02174
CONTACT: Nancy Crasco, (617) 646-1000
GRADES: 7-8

A combination in- and out-of-class enrichment program, Gifted and Academically Talented emphasizes real-life projects that are often developed through cultural institutions and community agencies. Several projects have been developed through partnerships with Arlington Historical Society, Boston Museum of Fine Arts, the Museum of Our National Heritage, and various social action groups.

PROGRAM: PEAK
SYSTEM: Worcester Public Schools
20 Irving Street, Worcester, MA 01609
CONTACT: Jacqueline Finn, (617) 799-3516
GRADES: 4-6

Serving over 400 intermediate students, the PEAK program has many collaborative programs with cultural organizations, such as the Worcester Art Museum, Worcester Historical Society, theater groups, and other local resources. These partnerships have supplied instructional sites and helped developed new curricula.

SUGGESTIONS

- Determine program needs that might be met by a cultural institution or community agency.
- Decide which institutions or agencies might meet those needs.
- Contact appropriate personnel and suggest the possibility of a partnership.
- Arrange a meeting with them to explore the development of a joint program or ways to adapt an existing program.
- In collaboration with institution or agency personnel, develop a plan for a joint program by specifying goals, identifying resource people, designing the program structure, creating an implementation plan and time line, and determining evaluation procedures.
- Obtain commitments from institution/agency/school administrators to support the proposed program.
- Implement the program and evaluate its success. Use evaluation results to determine future directions of the program.

VII. SCHOOL-COLLEGE/UNIVERSITY PARTNERSHIPS

Colleges and universities are in the unique position of being able to complement school programs by drawing on their abundance of educational resources and expertise. Partnerships between schools and colleges or universities are similar to other partnerships; they are mutually beneficial collaborations of resources and responsibilities to meet the defined needs of each institution.

School-college/university partnerships can enhance programs for G/T students in a multitude of ways. College students and instructors can act as tutors, guest speakers, mentors, project coordinators and advisors, minicourse instructors, and/or field trip leaders. The college or university can be used as a centralized site for students to hear speakers, view films, work with mentors or tutors, attend workshops, or participate in special projects and programs that require laboratories, darkrooms, rehearsal space, computer centers, and other facilities usually unavailable in the average public school.

The Massachusetts Board of Regents has made funding available to state colleges, universities, and community colleges specifically to promote collaborative programs with schools. Programs for the G/T is among of the categories for which these funds may be used, and the Board of Regents' guidelines suggest additional partnership projects: arts and science centers, Saturday enrichment programs, teacher inservice workshops for identifying and working with G/T students, and projects to ease the transition of G/T students from elementary to secondary programs and from high school to college/university programs.

Motivation and aspiration are key factors in G/T education, and a field trip through college facilities can inspire youngsters, who might otherwise have limited aspirations, with the possibilities available in higher education. For secondary students of exceptional talent, an accelerated program that includes college level courses is another possibility.

Partnerships with G/T programs have many benefits for institutions of higher education. Colleges and universities can test new curriculum materials and teaching methods, and obtain feedback from teachers and students. College students can gain valuable experience working with younger students in a realistic learning setting. In addition, colleges or universities can reach students, teachers, and parents who might not know of the opportunities available to them at local colleges. Finally, there is a very practical benefit to such partnerships: G/T programs often use college or university facilities at times when these facilities would otherwise be idle. Such cost-effective and efficient use of resources is clearly a plus.

HIGHLIGHTED PROGRAM: Greenfield Community College

PROGRAM: TALENTED AND GIFTED (TAG) PROGRAM
COLLEGE: Greenfield Community College
1 College Drive, Green, MA 01301
CONTACT: Dr. Carol Pope, (617) 774-3131, ext. 293
GRADES: 1-12
CURRICULUM: science, language arts, literature, computers, music, art, history, foreign language
TYPE: afternoon and Saturday workshops for students, inservice training for teachers, workshops for parents
TIME: 2 hours per week, 4-6 weeks per term
STAFF: 2 full-time

Early in the fall of 1984, the Massachusetts Board of Regents awarded Greenfield Community College a college-school collaborative grant to establish the Talented and Gifted (TAG) Program. TAG's purpose was to provide learning experiences for K-12 G/T students throughout Franklin and Hampshire counties using the guidelines noted below.

- The program was to be a collaborative effort between the college and schools in the two counties.
- There was to be a summer component to the program.
- Workshops should be arranged for parents and teachers.

In October, 1984, a Coordinator of Curriculum and Professional Services, Carol Pope, and a Program Administrator, Mary Nagle, were hired to implement the program. "While neither Mary Nagle nor I had written the original grant proposal, we were committed to implementing the guidelines," Carol Pope recalled. "We were particularly committed to making the program a collaborative effort. We first contacted school principals, and, to our surprise, got very little response or enthusiasm. We thought about who in the school had a more direct link to G/T students, and decided to contact guidance counselors. They really responded! We met with a group of about 40 people and explained our ideas for the program and solicited feedback. They expresssed concerns about several issues, such as early elementary programs, selection processes, and workshop topics. That meeting really shaped the program that we finally implemented." Guidance counselors, for example, are now in charge of selecting candidates for the TAG program, based on student motivation and demonstrated talents and abilities.

During the initial term, TAG offered 17 afternoon and Saturday workshops and attracted more than 300 students. The program now serves close to 500 students and consists of three terms during the academic year, with approximately 30 workshops per term. Workshops are held for two hours either on Saturdays or late weekday afternoons, and typically last from four to six weeks. Enrollment is approximately 20 students per workshop.

Workshop topics cover a wide range of subjects, from "Trees are Terrific" to "Introductory LOGO" for primary grade students, and from "Shakespeare Festival" to "Introducation to Orienteering" for intermediate grades. Topics for middle and high school students include "Photography," "Writing Biography," and "Introduction to PASCAL". In selecting workshop topics, "[our] first criterion was quality," said Pope. "We looked for excellent, high-power instructors and chose topics to fit them."

Instructors were recruited from western Massachusetts' colleges and universities and from area high schools. "Most [instructors] were located through my own personal network of contacts," said Pope. "Getting instructors has not been a problem, because they have been so excited at the prospect of encouraging this young talent. Once they start, they're hooked!"

Mary Nagle said, "In addition to the quality of the workshop instructors, we chose topics on the basis of facilities available at Greenfield Community College--facilities that would not be available in a public school, such as darkrooms, laboratories, computer labs." Suggestions from students, parents, and school personnel also influenced workshop topics.

"We've found that sometimes we have to sell a workshop," Nagle added. "In addition to contacting principals and guidance personnel, we contact specific department teachers about a course, such as art, foreign language, or music teachers. We make a concerted effort to stay in contact with key people."

In accordance with the original TAG guidelines, Pope and Nagle have established other programs in addition to the student workshops. There have been seminars and workshops for teachers to provide information about the nature of gifted children and appropriate curriculum development. Similarly, parent workshops have been designed to provide parents with a better understanding of the possibilities and problems their children may face. A mentorship program also has been established, matching educators and community people with students who are pursuing independent study projects. In addition, a six-week summer session is being planned, its structure to be determined by feedback from students, parents, and teachers who have participated in the TAG program.

Since the initial meeting of the TAG personnel and guidance counselors, principals, teachers and parent have begun to participate in the collaborative effort, and an advisory council is being formed. Both Pope and Nagle are enthusiastic about the benefits of such collaborations for both schools and colleges. Pope said, "For the college, it's an incredibly efficient use of facilities and resources. The programs take place at times when the classrooms would normally stand empty. Tax payers like to see this kind of efficiency. The program also promotes the college and brings in a level of student they have

not had access to previously. This has really excited the instructors here, most of whom spend a great deal of time doing remediation."

Parents report that having a centralized program is also an advantage. According to Pope, "Parents like the social aspects of the programs. Their children don't get many opportunities to be with other gifted kids, and the parents themselves appreciate meeting and talking with other parents of gifted and talented children."

Pope and Nagle also receive positive feedback about the collaborative nature of the program. "It's not often that you have a situation that is so clearly beneficial to everyone involved," Pope said. "I can honestly say that, were it not for collaboration, this program would not be nearly as successful as it is."

OTHER SCHOOL-COLLEGE/UNIVERSITY PARTNERSHIPS

PROGRAM: OFFICE OF GIFTED AND TALENTED SERVICES
SCHOOL: Medford High School
489 Winthrop Street, Medford, MA 02155
CONTACT: Marilyn Blumsack, (617) 396-5800, ext. 309
GRADES: 7-10

Medford's Office of Gifted and Talented Services has formed partnerships with several nearby colleges/universities, such as Tufts University, Suffolk University, and Emmanuel College. These partnerships provide students with mentors and minicourses, and teachers with in-service courses. Selected juniors and seniors also are eligible to attend college level courses.

PROGRAM: SPOTLIGHT PROGRAM
UNIVERSITY: Southeastern Massachusetts University (SMU)
North Dartmouth, MA 02747
CONTACT: Robert Piper, (617) 999-8036
GRADES: 10-11

The Spotlight Program aims to combine the resources of SMU with the needs of gifted high school students and provides them with an enriched and challenging curriculum. Selected students from 13 area high schools participate in once-a-week courses on the SMU campus. The courses are specially designed to challenge students and help them to develop analytical, conceptual, and creative skills.

SUGGESTIONS

- Initiate a partnership via a college's Department of Continuing Education; this is a good place to begin since it is most likely to be outreach oriented.

- Stress the benefits to the institution, e.g., the mutually beneficial nature of such partnerships for learning and community recognition and support.
- Form an advisory council of parents, teachers, college personnel, etc., to assess needs, design the program, locate resources, write goals and objectives, and plan implementation.
- Determine potential program participants and develop a marketing plan to reach them. Use printed materials, telephone calls, and other communications channels.
- Develop news releases and radio public service announcements to reach a broad audience.
- Evaluate the program and discuss ways to improve its effectiveness.

RESOURCES

Many resources were used in this book to define and clarify the principles of Community Education as they relate to gifted and talented education. Below is a list of selected resources that should prove helpful.

Arts in Education: Options for Challenge, Office for Gifted and Talented, 1985, Roselyn Frank, director.

Business and Education: Partners for Excellence, Massachusetts Department of Education, Susan Freedman, coordinator.

Community Education Proven Practices, II, Utah State Office of Education, 1983, Michael Garbett, project director.

Creating School-Business Partnerships, Massachusetts Department of Education, Fall 1983, Susan Freedman, coordinator.

The Education of the Gifted and Talented: A Position Statement and Proposed Actions, Massachusetts Department of Education, 1979, Roselyn Frank, project director.

Informational Handbook for Organizing and Operating a Community Advisory Council, Massachusetts Department of Education, Summer 1983, Susan Freedman, coordinator.

Policy Paper on Community Education, Massachusetts Department of Education, 1978.

Promising Practices in Community Education, Massachusetts Department of Education, Fall 1983, Susan Freedman, coordinator

School Programs for Gifted and Talented Students, Spring 1985, Office for Gifted and Talented, Roselyn Frank, director.

Science to Challenge the Gifted: Designing Effective Elementary School Programs, Office for Gifted and Talented, 1984, Roselyn Frank, director.

What's in It for Business? The Business Perspective on Partnerships, Massachusetts Department of Education, Susan Freedman, coordinator.